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ABSTRACT

This teacher's guide for the International Ladies' Garment Workers' Union (ILGWU) educational program provides background information, instructional materials, and instructional techniques for teaching a course in job skills and issues, with emphasis on the development of English language skills. The course is made available to union members and their families. Introductory sections of the guide discuss the classroom setting for the course, student characteristics, monthly teachers' meetings, and the monthly calendar. The remainder of the guide addresses the curriculum itself. Common questions asked by teachers are addressed in question-and-answer format, including how to identify student needs and interests, how to develop and adapt instructional materials, what instructional methods encourage maximum student involvement, and why and how to combine all four language skills areas (reading, writing, listening, and speaking) in one class session. A sample lesson is presented. In the final section, specific program components are discussed in greater detail. These components include writing tasks, a student-produced magazine, use of newspapers, the student council and its activities, development of class picture files, a curriculum library, monthly curriculum material packets, field trips and speakers, library locations and hours, bilingual education and General Educational Development instruction, and grammar instruction. Some classroom and planning materials are included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ILGWU

WORKER-FAMILY EDUCATION PROGRAM

CURRICULUM GUIDE

1989 - 1990

FL800026

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IN COOPERATION WITH THE CONSORTIUM FOR WORKER EDUCATION,
THE NEW YORK CITY BOARD OF EDUCATION,
AND THE NEW YORK STATE EDUCATION DEPARTMENT.

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The ILGWU Worker-Family Education Program wishes to thank the Worker Education Center at Southeastern Massachusetts University for allowing us to include "Maria's Wrist", a section of Workplays: You and Your Rights on the Job by Lenore Balliro, 1988.

Welcome to the ILGWU's Worker-Family Education Program. You will be teaching one of 75 classes the ILGWU offers its members and member's relatives at one of several union locals and school sites in Manhattan, Brooklyn, the Bronx, and Westchester and Suffolk counties.

The program is unique in several ways and if you are a new teacher, your previous experience is likely to have been very different. What follows is some information about your new work setting, your students, and our curriculum, aims and goals. If you are a returning teacher we hope you will also find this guide a useful tool.

As Curriculum Developers for the ILGWU program we are available to work with you on defining and implementing the curriculum and on any of your teaching concerns. We can arrange to do this in a variety of ways. The followiong are some options you can choose:

a. We can meet together to discuss specific ideas, questions, and/or problems you have about your class, your teaching or the curriculum, to brainstorm, problem-solve, and resource ideas which can be implemented in the class.

b. We can come to your class to:

- demonstrate an activity of interest to you,
- co-teach with you,
- observe you at your request,

c. We can facilitate your visit to other teachers' classes.

Please remember that the program is large and we may not be aware of all of your concerns unless you bring them to our attention. You can always leave a message for us at the main office by phoning (212) 265-7000 ext. 334 or sending us a note through the inter-office mail (through the para-professional at your site). We will get in touch with you within 24-48 hours of receiving that message. Whatever the case, and whatever your concern, we encourage you to contact us. We look forward to working with you.

ILGWU Curriculum Developers: Deidre Freeman
Maureen La Mar

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I
SETTING

ILGWU Classes are held in the meeting rooms, union halls and offices of the various locals within the union. All the rooms have blackboards and most have tables and desks. Every effort is made to provide each class with a space that is appropriate to the task at hand, but because these are not "school" buildings we must be flexible. Occassionally, room changes are made because of conflicting union meetings or presentations. Sometimes you might find the room in disarray when you arrive because of a previous meeting or conference. This program "belongs" to the members and they should help you set up the room for class.

There are important benefits to these "non-traditional" classrooms. You can arrange the room in any way you feel will help facilitate your lesson plans. Some classes prefer a circle arrangement. Others arrange the room so that students sit in small groups. At each local there is a union official, usually the Education Director, who is responsible for the rooms. It is not only acceptable, but expected that teachers ask the Education Directors for assistance in making the rooms more comfortable.

A Conversation Book I . p.2

II
STUDENTS

The students in our program are all workers and union members or relatives of union members. Ages range from 16 to 65. The majority are recent immigrants from China, Latin America, and the Carribbean. A few students have been living in New York for quite some time, but have had limited exposure to English at home and at work. They have a variety of occupations but most work in garment factories as machine operators. Educational backgrounds vary too and range from elementary school to College. Placement tests are given to all as they enter the program. The ESL students are placed in one of 4 levels. But, as with any class, the skills and needs of individuals vary greatly within each class.

Teaching in this program can be exciting and educational. Working adults have rich backgrounds and a wealth of experience. If you are open-minded and non-judgemental, you will learn much about other cultures.

It is imperative that you continually develop an awareness of the cultural differences between yourself and your students and foster a mutual respect. Remember too, that among students who share a native language, there are vast cultural differences. People have emigrated here for a variety of reasons and it should never be assumed that anyone is forsaking their culture to embrace your own. We want to help develop the communication skills necessary to live here, not impose our viewpoints.

Remembering that these are union workers is also important. If you are not familiar with labor history or union issues, there are many resources available to give you a little background. Since lessons should be addressing the personal and language needs and interests of your students, you want to be familiar with union vocabulary. The education directors at each local can acclimate you to this very important aspect of your new job. In your site library* you will also find written visual materials about labor history and the ILGWU.

A conversation book I, p. 91

* for a description of the site library please see page 37 .

III

MONTHLY TEACHER'S MEETING

Fellow teachers are the best resource another teacher has. To facilitate the sharing of the rich experiences and ideas of our staff, we are planning monthly teachers meetings by site and by teaching days. The objective of the meetings is to share ideas and information around a focus defined by each particular group of teachers. The first set of teacher's meetings will take place the third week in October as indicated on the calendars (see Oct. calendar on the next page). Make sure to check for your site, on the day you teach.

We will also have a program-wide ILGWU teacher's meeting at some point in the second semester. In addition, the Consortium will host its annual mid-term conference sometime in 1990. It is also sponsoring a special ESL teacher training workshop this Fall. The instructor will be from the Association of Community Based Education. We will inform you of the dates for this workshop and any other conferences, workshops and courses we hear about. If you have information on events of this kind you would like to share with other teachers, let us know and we will get the word out.

CURRICULUM PACKET: ELECTIONS, Columbus Day, Veteran's Day, Halloween

MONTH OCTOBER YEAR 1989

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 STUDENT COUNCIL:	3 NOMINATIONS FOR PRESIDENT AND VICE-PRES AND CLASS DELEGATES	4	5	6	7
8	9 NO CLASS COLUMBUS DAY YOM KIPPUR	10 NOMINEES' MEETINGS WITH STAFF -	11	12	13	14
15	16 STUDENT COUNCIL NOMINEES VISIT CLASSES AND MAKE SPEECHES **TEACHER'S MEETINGS 218 W. 40th-6:00- 275 7th Ave-6:30-	17 **TEACHER'S MEETINGS 218 W. 40th 275 7th Ave	18 **TEACHER'S MEETINGS 519 8th Ave-5:30 CHINATOWN - 7:30	19	20	21
22	23 STUDENT COUNCIL ELECTIONS----------! NOVEMBER CALENDAR AND CURRICULUM TO SITES: Hispanic Heritage Month, Veteran's Day, Election Day, Thanksgiving, Adult Learning Week	24	25	26	27	28
29	30	31 HALLOWEEN!				

*****A CALENDAR LIKE THIS WILL COME OUT ON A MONTHLY BASIS. PLEASE TAKE NOTE OF THE MEETINGS AND OTHER EVENTS!*****

V
CURRICULUM

Introduction

The program's philosophy is "learner-centered" and "holistic". By holistic we mean that all four language skills - reading, writing, listening, speaking - should be taught in each class session. By learner-centered we mean first, that you continually listen for and draw out the needs and interests of the students; second, that you try to chose or develop curriculum materials whose content is based on those interests; and third, that you use teaching methodologies that encourage maximum student involvement and participation, cooperation, and student initiative.

We do not have a textbook or a session-by-session curriculum. You are encouraged to be creative and use a variety of methods, activities and materials.

You might ask, "Well, that's the theme - but, what's the plot!? How do I practice this philosophy?" We hope the following will further clarify our ideas on curriculum:

* 4 questions.
    - How do I identify student needs and interests?
    - How do I develop materials? Are there materials already developed that I can use?
    - Which teaching methods encourage maximum student involvement and student initiative?
    - Why do I combine reading, writing, listening, speaking?

* "Maria's Wrist

"Maria's Wrist" is an example of a series of lesson plans, that contain many of the elements we are seeking to incorporate in the curriculum. It was created be Leonore Balliro of the Labor Education Center of Southeastern Massachusetts University. (For the rest of the series, please see Workbook for Workplays: You and Your Rights on the Job at your site.)

It is very slick in its presentation and was developed around a video tape. It might be different than the kind of lesson you would develop/use in your class. (It is not difficult, however, to adapt it to the specific needs of your students or workplace limitations - ie: no video machine.) We choose this lesson as an example because we believe it illustrates some important concepts in language teaching.

We will be referring to "Maria's Wrist" throughout this manual. It is on pages 15 - 25.

* Concrete components of this curriculum.

A. Writing
B. Magazine
C. Newspaper
D. Student Council (and calendar)
E. Picture files
F. Site libraries (subject files, workplace curriculum)
G. Monthly curriculum materials
H. Field trips/speakers
I. B.E./G.E.D.
J. Grammatical Structures list

Oxford Picture Dict., p. 23

FOUR QUESTIONS AND ANSWERS THAT CLARIFY THE CURRICULUM

How do I identify needs and interests?

There are many ways, but the place to begin is through listening. Active listening to what the learners have to say, what they don't say, how they say it, how they respond and react to various situations/themes related to their work, community, family, etc. etc. will give you a good idea of where to start building the curriculum together with the learners. Many times the most charged conversations take place during break, or informal class time. Taking time to listen to and speak with students is an essential part of any class.

The author of "Maria's Wrist" writes, "In order to ensure that we were indeed representing real-life community and workplace issues, we engaged in a research process prior to and during the actual design of the tape. Interviews with students, teachers, community experts and others provided direction for the content of the video . . . "

There are direct and indirect ways to find out the learner's needs and interests. The first day of class you may ask the class, What do you want to learn? The response to this is often, "You're the teacher, you decide," or "I don't know." Sometimes the students answer, "Grammar, pronunciation, reading." These skills will be taught; they are the general language needs - but what is the context?

Some teachers have had success with this direct approach. One teacher in the program asked her class early in the year what they wanted to know. She got a variation of the answer above, but she explained to them that she wanted to "find out what was most useful to them." She describes that "after a half hour of discussion, the students came up with a list of ideas that they thought would be useful for them to learn." Most of those ideas were in the survival skills category. From this, the teacher developed a long unit of health issues including lessons on going to the doctor or dentist and dealing with the emergency room.

It is difficult to get feedback like that when the class has not yet established itself as a group. Learners' interests also manifest themselves in response to something the teacher or another class member has generated. Another teacher in the program began his class with a review of the news of the day. "What's happening in the news?" he asked. They began a lively discussion about the Joel Steinberg/Hedda Nussbaum case. The conversation quickly moved on to child abuse and battered women. Most of the students were women and spoke of concern for, or knowledge of the experience of abuse. The teacher realized immediately that he had hit upon a topic of interest. For the next class session, he came prepared with an autobiographical story of a battered woman from which he developed a writing assignment, a discussion exercise in small

groups, and a vocabulary/grammar drill.

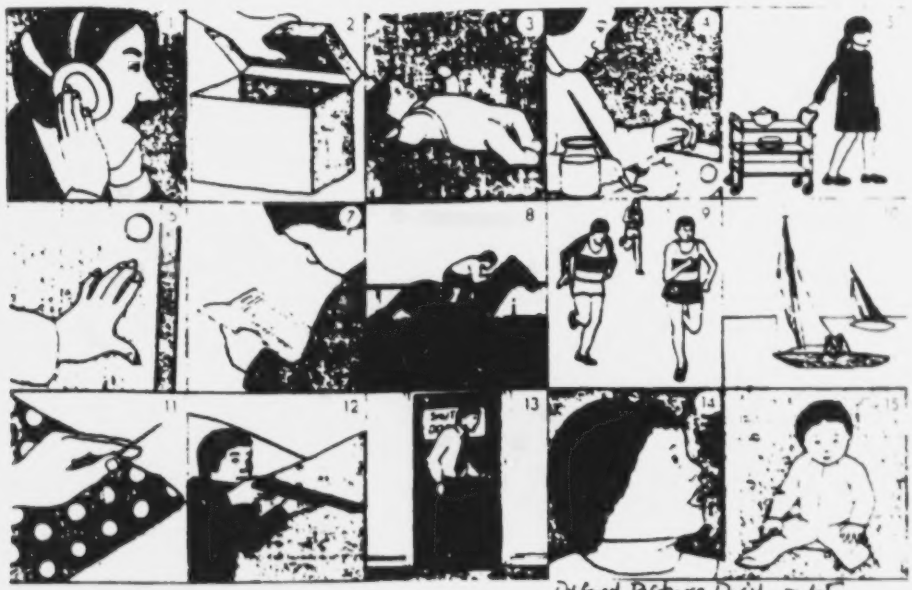
Identifying a theme that relates to the needs and interests of the learners is only the beginning of a process. Once the group has decided on the theme, it helps to find out what the learners want to know. You can do this easily. Have the class generate a list of questions they have about the topic they have chosen. Then have everybody read their questions and list them on the board (or on a page which you xerox and hand out to all students). This activity will give you an idea of where to start, a sense of how long the unit or group of classes related to the theme will be, and the issues which will become the context for the language learning.

There are ways of identifying the grammatical and structural needs of the learners. Recording exactly how learners speak often reveals the trouble spots. You can use a tape recorder or just write down exactly what students say for a short period of time.

Writing is another way to get a sense of what needs work. Using the learner's spoken and written English and making the connection between them will help identify the skills needed.

Identifying the theme does not mean you stop listening. To the contrary, it means that you have to listen closer than before for needs and interests that surface in relation to the current theme. Needs and interests continually change as the learner is evaluating and reevaluating.

Now that you have identified the students personal needs and interests and their language needs and interests, what do you do next?



Oxford Picture Dict., p. 65

How do I develop materials? How can I adapt existing materials to fit the needs of my class?

We are surrounded by language. In some ways this makes the search for curriculum materials very easy. Materials are everywhere - signs on the subway, magazines, conversation, union literature, television, grammar books, etc. What is not so easy is adapting and developing these materials for classroom use.

Again, once student interests and needs are identified, you are well on your way. Students' concerns can be represented in a photograph, dialogue, illustration, movie, role play, song, story, writing assignment, newspaper article, a grammar drill, a trip, or in many other creative ways. These can act as springboards for the development of many hours of lessons.

Last year, one teacher in the program, for example, had students bring in pictures that interested them. By the end of the three hour class, she had a vocabulary list of nouns and verbs and short dialogues the students created in pairs using the pictures. Her next session's materials were ready-made! From these materials, she developed a grammar lesson (working on common mistakes found in the dialogues using the same vocabulary), had the students practice their own dialogues, and facilitated a role-play of one of the situations described in a dialogue.

It is always more effective to teach from student-generated language. First, because you can be sure that it is language that is needed or of interest, and second because it is good pedogogy to start with what a student already knows, no matter what you are teaching. A learner connects what they know to what it is they're trying to understand.

However, materials already developed by others (texts, for example), are great if chosen carefully. (No sense in re-inventing the wheel).

Adapting existing materials to the specific needs of your class is a skill that develops over time and takes a lot of trial and error and creativity (like most teaching skills).

One teacher in the program decided to use "Maria's Wrist" in a Level 1-2 class because all her students were garment workers and a couple of them have carpal tunnel (an occupational disease of the wrist common among garment workers). She did not have access to a video machine and was stomped, at first, about how to proceed. She also feared that the dialogue would go over their heads.

The teacher changed the lesson plan to accomodate the absence of a video by having two union staffers join her to act it out. The vocabulary in the play turned out to be a little difficult for most, but with exaggerated motions (for example, when a character is washing dishes or closing the window), coupled with vocabulary practice beforehand, the students began to understand. It led to interviews of the two students who suffer from carpal tunnel, which inspired and paved the way for the next couple of lessons on health and safety in the workplace.

Speaking Up At Work. p.43

What methods encourage maximum involvement and participation?

There are many methods, ideas, exercises, and techniques in the field of ESL teaching. What one teacher likes another may not. In part, this is attributed to our own schooling and personal experiences in teaching and learning. Each learner multiplies that web of experiences and biases. Balancing these pre-conceptions is a challenge to any teacher.

Putting all biases aside, we feel that learning takes place faster when the learner is actively involved. Perhaps the clearest way to define active is by explaining what it is not. Active can mean repeating after the teacher, reciting dialogues from a text and practicing grammar drills, but we feel that active includes more than this - more creating, less rote types of approaches. Active does mean using pictures to inspire vocabulary - familiar and unfamiliar, conversation, writing, etc., or having the learners role play based on a situation that has come up in their lives or based on something they read such as in "Maria'a Wrist".

The teacher should not tell. Rather we feel you should create a set of exercises through which the learners can come to an understanding of the ideas at hand. In other words, rather than lecturing about newspaper editorials you can have the class engage in a discussion about editorials and try to come up with a collective definition, the teacher's opinion included. Then take this one step further. Involve the learners. Have them locate the editorial section of the newspaper and then have them do some research in preparation for writing their own editorial based on something of personal interest.

"Active" also relates to how the class is structured. Utilizing strategies which include interaction among learners will help to further their sense of independence. Rather than only having teacher to student interaction and vice versa, this strategy creates a stronger sense of community and cooperation. Instead of seeing the teacher as the authority figure, the learners will begin to see themselves and each other as the teachers too. We are all learners and all teachers in the classroom. As mentioned before, in one class, "Maria's Wrist" inspired a group of students to interview the two among them that suffer from carpal tunnel. While the teacher gave support, and answered language questions, the students conducted the interview themselves. The students had very real and specific questions that the teacher, who was relatively unfamiliar with the occupational hazard, could not have formulated.

How learners interact is important. Work from the learner's language. Give a project which allows for maximum input from them, and let that become the material. For example, each group writes an editorial about a topic decided on by the class. They then read them to each other and discuss them. Encourage artwork, or any other thing that will help

them express themselves. Follow it up by having them do an ad campaign around the issue.

We all learn in very different ways. This means that to meet the needs of our students we have to vary our teaching as much as possible. You will find certain activities that work well with your class. Naturally you will utilize them. But you should also consider different ways of presenting the information. Perhaps you can try using different mediums such as visuals, music, video, etc. Or maybe you can try to vary the content presented in a slightly different way so it reinforces what was learned and adds a new dimension. For example in "Maria's Wrist", suggested activities include discussing body parts, illness and health, using substitution drills to practice explaining symptoms, and creating a list of "feeling words" (worried, calm, bored, etc.) starting with words to identify how the characters in the skit are feeling.

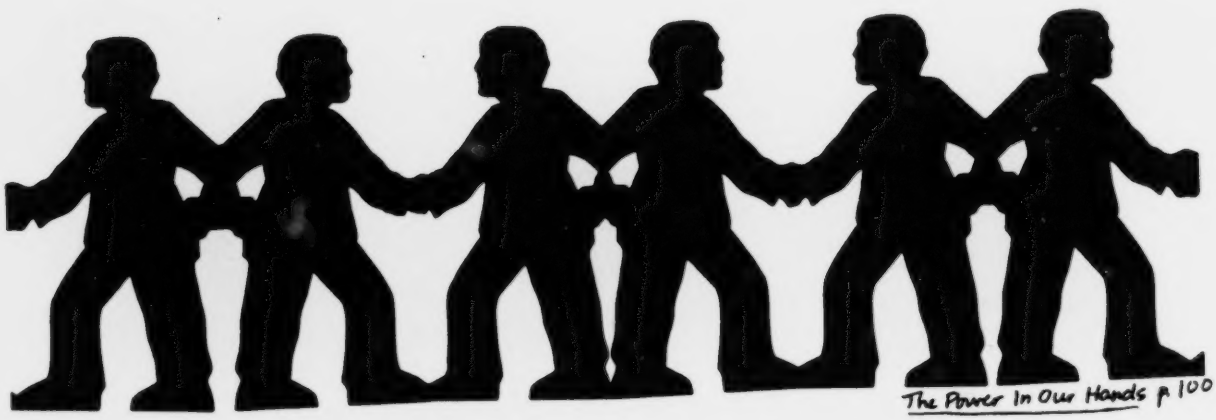
Getting the learners to assess, reflect, and evaluate what they have learned is also useful (for specific steps on how to implement this, see Deidre.)

Why and how do I combine reading, writing, listening and speaking in one class session?

We believe that the learning of each of these skills can reinforce the learning of the others. Learning all four skills at once, therefore, is not more difficult - but less difficult.

Some teachers have argued, "But, what my students really need is conversational English." Why limit a person's possibilities by teaching only listening and speaking? Besides, reading and writing often enhances our ability to speak. In addition, surviving, especially in an environment like New York, requires all four skills. A visit to a doctor, for example, might include explaining symptoms and listening to instructions, as well as, filling out an application.

Some teachers prefer to teach the skills separately. Others prefer to organize their instruction around one theme and to reinforce all four skills within it. For example, in "Maria's Wrist", the students listen to the play, read and practice the dialogue and working in pairs, write the story as they remember it.



SAMPLE LESSON: :"MARIA'S WRIST"

Maria's Wrist

Pre-view: Read and Discuss

Read about the characters in *Maria's Wrist:*

Maria: Maria works in a factory. She is forty-five years old. She is a stitcher. She is married.

João: João is Maria's husband. He is thirty eight years old. He works in a factory, too. He is a machine operator.

Carlos: Carlos is Maria's and João's son. He is seventeen years old. He is a student.

What is Maria's job?

_____.

What is João's job?

_____.

Where do they work?

_____.

What is your job?

_____.

Where do you work?

_____.

Imagine:

Suggestion: Have the students imagine the characters and describe them with as much detail as they can. Students can use the space below to record new descriptive language or phrases. Later, they can redescribe the characters and compare their original predictions.

What does Maria look like?

What does João look like?

What does Carlos look like?

What country are they from?

Where do they live?

The title of the first skit is *Maria's Wrist.* What do you think this will be about? Why do you think so?

Words to describe people:

Pre-view (without sound)

Suggestion: You may want to divide this into two segments - before João enters then after João enters

Watch *Maria's Wrist* with no sound.
Look at how they act. Watch their faces and other expressions. Then try to answer these questions:

--What is happening?
--What is Maria saying to Carlos?
--What is Carlos saying to Maria?
--How does Maria feel?
--What do Maria and João say to each other?
--How do they feel?

Suggestion: Students' predictions of dialogue could be used as a basis to discuss non-linguistic aspects of communication - facial expressions, body movements, etc.

Write:

Write what you think is happening in the skit. Tell why you think so.

View 1

Watch the skit all the way through, once. Don't worry if you miss some words. Try to understand what is happening.

Here are some new words.

Suggestion: Again, you might want to divide into two segments.

View 2

Now watch *Maria's Wrist* again. Ask the teacher to stop the tape at places where you do not understand, or where you want to listen again.

New Words:

driving me crazy:	making me feel tense, irritable
how come:	why
crybaby:	someone who complains a lot
swollen:	puffed up

Other new words:

Review - Discuss

Why does Maria ask Carlos to open the window?
What does Maria mean by "I'm on another bad job?

What does she mean by "On these rates, I have to work too fast?"

How does Maria feel?
How does her husband feel?
Do you think they get along with each other? Why?

What does her husband tell her to do?
What do you think Maria should do?

Why do you think the company doctor tells Maria there is nothing wrong?

Do you have health problems from work?
What are they?
What can you do about them?

Suggestions:

1.Discuss body parts, using total physical response, charts from other ESL texts or other charts. Keep words for body parts on wall.
2.Discuss vocabulary for illness and health.
Have students practice identifying symptoms using substitution drills:
I have a headache/he has a headache. I'm tired/he's tired.
3. Introduce feeling words: worried, anxious, calm, excited, bored, etc. Use the words to identify how the characters in the skit are feeling.

Read

Now read the skit on the next page. Discuss the new words and phrases with your teacher and with each other. Write down the new words in the spaces.

_____

I,1

Maria's Wrist

Setting - Maria's kitchen
Characters: Maria
João, her husband
Carlos, her son

Maria: Carlos, please close the window.

Carlos: But Mom, I'm washing the dishes. My hands are all soapy.

Maria: The trucks outside are driving me crazy. I can't close it because my wrist hurts. *Close the window!*

Carlos: O.K., O.K. How come you're so upset?

Maria: I'm sorry. I'm on another bad job. I can't work fast enough to make any money because of my wrist.

Carlos: Did you go to the doctor? You said you would make an appointment.

Maria: I went to the company doctor. He said there was nothing wrong.

Carlos: How could he say that? That wrist has been bothering you for months.

Maria: Everyone has problems. I'm no crybaby!

Enter João

(Maria's Wrist, continued)

João: Is supper ready yet?

Maria: No.

João: I'm hungry. When are we eating?

Maria: It's taking a long time.I have a headache again and my wrist hurts, so it's slow opening the cans.

João: Then take some aspirin. And let Carlos open the cans.

Maria: I did. It didn't help. But I just can't take aspirin all the time. The problem is the job.

João: You have to work. We need the money.

Maria: I know we do. But on these rates, I have to work too fast. My eyes hurt all the time and now my wrist has been swollen for weeks.

João: We need the money.

Maria: I heard you. I heard you.

Review-Write

Work with a partner. Write down the story as you remember it. You might want to practice words like first, then, next.

Suggestion: For editing practice, have students put their writing on newsprint using thick markers. Tape the newsprint sheets on the board or wall. Other students can edit the writing, checking for accuracy of detail in content and one or two grammatical features (spelling, end punctuation, capitalization.) Students can keep their own list of spelling words from exercises like this. This exercise can be adapted to other pieces of writing.

Grammar Work

Possessives:

Suggestion: You might want to bring in some other grammar work about possessives if it seems appropriate to add to the suggestions here.

To show ownership, add 's to something for the singular (one person or thing). Add s' for the plural (more than one person or thing.)

Example: Carlos is Maria's son.

Fill in these examples:

I. Maria is _____wife.

2. João is _____husband.

3. Carlos is _____son.

4. _____ wrist is swollen.

5. _____hands are all soapy.

6._____eyes hurt.

_____

_____

_____

SOME CONCRETE COMPONENTS OF OUR CURRICULUM

A. Writing
B. Magazine
C. Newspaper
D. Student Council (calendar)
E. Picture Files
F. Library (files, workplace curriculum)
G. Monthly Curriculum
H. Field Trips/Speakers
I. B.E./G.E.D.
J. Grammar

A

WRITING

Writing* is the least taught, if not the last taught, of the four areas of holistic language teaching. It can be the most intimidating area to work on from the points of view of both the teacher and the student. Part of this is due to the belief that writing is seen as a product and not a process. This implies that whatever is put down on paper should be perfect, ready for publication. It's no wonder so many of us feel inhibited about writing.

We all have had experiences we could relate and stories we could tell, given the chance. Writing is yet another avenue for expressing these thoughts. There are many different approaches and types of writing which can be integrated into the class to help the learner find his/her voice. Choosing activities which allow space for this is important. We recommend that you use the writing process as a guide for teaching writing. In this approach, the learner is active in the creation and development of writing. Writing becomes more accessible.

In brief, the writing process is what it says; writing is a series of stages - prewriting, composing, revising, rewriting, and editing - through which a final draft is crafted. Any stage of the process can be repeated as many times as needed to achieve clear expression of the author's ideas. For more detailed information about each of the steps in this process, consult handouts from the NYC Writing Project, "Expository Writing: A Curriculum for Teachers" and "A Writing Curriculum" by Roberta Cantow).

JOURNALS

One of our goals this year is to make writing a more integrated part of the classes--at all levels. To ensure this, we are requiring that all students and teachers write in every class for 15 minutes using a journal format. The key focus of this journal is that everybody writes whatever they want without being concerned about spelling, grammar, etc. By making journals a regular part of class time, we believe it will begin to break down barriers to writing and encourage self-expression while building writing skills in a less threatening setting. Over time the journal serves as a record of personal progress in writing and thinking. It allows for the learner to reflect back more easily and assess what was learned.

The journal can be utilized in a number of ways. While the main emphasis is writing, the journals can also be used to read from and to stimulate discussions. It is also

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*Writing refers to the creation of original work, not copying or filling in blanks.

flexible in terms of content. It can encompass anything from a log of new words the student has learned to free writing.

It can become a dialogue journal, whereby journals are exchanged, read, and responded to "in a helpful and thoughtful way."(Bush, pg. 33) This exchange can take place between students and students, teachers and teachers, and teachers and students. Whatever the case, this can be varied as much or as little as the class (the learners and the teacher) decides--together.

In all stages of introducing the journal and variations, teachers need to consider taking classtime to model different concepts. For example, in the dialogue journals, a response is written to another person's journal. The response needs to be helpful and thoughtful. The teacher can begin by having the class discuss criteria for expressiveness and generate some language around that. List it on the board. Then, give out copies of a simple passage from a student who volunteers one. Have the class work in pairs or groups to discuss how they would respond to the entry. Have the groups report back to the whole class and discuss their ideas. Then as a further exercise you can have each individual write a response to the entry and give it to the author. Make sure to budget plenty of time to model. Time is also necessary for reading and revising the dialogues.

Journal entries aren't limited to remaining in the journals. Classtime for composing must be provided. Again, we recommend that you follow the steps of the writing process. One experienced writing teacher found that "the field of ESL and ABE is filled with ideas and techniques for the teaching of writing. Many suggested writing activities are very limited and involve rote processes. Those (activities) that produce writing that does not lead students in the creation of their own language or do not connect to their own thoughts are opposed to the open-ended, (processual) approach. Controlled compositions fall into this category as do most structures based merely on the teaching of grammatical structures." (Cantow, pg. 4)

Teacher's logs are in lieu of lesson plans. You are free to do what you like. In the beginning of the year, it would probably be helpful to do the same thing the students are doing. As it becomes more comfortable to them, begin to write about what is going on in your class. You might begin by recording what you've covered so far that evening. From there you may want to write about specific things which have transpired, brainstorm about whats going on in the class and why. When you begin to do this you may want to start a

dialogue journal with a teacher who works on the same night or even the curriculum developers or both! The sky is the limit. Feel free to continue writing whenever you get the urge.

There are many good sources for ideas for writing. You can find these at the resource library at your site.

* A Writing Curriculum by Roberta Cantow

* Writing for Beginning Readers by Christine Bush published by the Lutheran Women's Settlement House.

* Expository Writing: A Curriculum for Teachers by Christine Bush (Lutheran Women's Settlement House)

* Write from the Start, by David Blot and David Davidson (Newberry House).

* Put It in Writing: Writing Activities for Students of ESL, David Blot and David Davidson (Newberry House)

* Handouts from the NYC Writing Project (in a folder)

The reading/writing connection is an important element for any class. Writing before, during and after a reading can increase understanding of a given text at any level. The type of writing done in connection with a specific reading has endless possibilities: free association, writing in relation to a given theme, idea, character, passage, etc.

The main thing in giving a reading and writing assignment is that both the reading and writing be of interest to the class. Through discussions which precede and follow the reading, you need to figure out which area has generated the most response and ask the learners to write about that issue. It's probably best to go in with a few possible writing ideas and then listen to what the class has to say. Decide from what comes up how to modify the ideas you had or change them completely. It's important to be flexible with writing assignments. Imposing a predetermined idea that may interest you more than the class will have an impact on the originality, expressiveness and style of the writing.

There are great reading materials available. To begin with, the student magazines offer a variety of articles on a variety of topics. Newspapers and other current events publications provide a wide range of reading material. Poetry, fiction, drama, romance, suspense, mystery and other types of literature all have virtues of

their own. There are many biographies and oral histories of both famous and ordinary people.

The supply of reading materials is infinite. Perhaps the biggest stumbling block is finding relevant materials geared to the level of your class. You may have to do some adapting. Don't forget to pre-read in the format of a discussion or do language activities related to the content of the reading. This helps familiarize the reader to the subject and sometimes gives the confidence needed to get the most from the reading.

B

MAGAZINE

In January, we begin work on the annual student magazines. Each site produces its own magazine. Each willing student contributes a piece of writing and/or drawing. The magazines are distributed at the end-of-term celebration.

Last year's magazines were a turning point in that they were truly student magazines. Committees of students, by site, classified, organized, did the lay-out and illustrated their magazines. We all learned a lot from the process: not only the technical aspects of putting a magazine together but also the language to talk about writings. The editorial meetings were often rich literary discussions and debates about what particular writings meant, how to decide which chapter each writing belonged in, the titles for the chapters, etc.

Much of the work reflects the ideas and opinions of the editorial committees and the staff. We made decisions which invariably affected the original piece of writing. In order to protect the author's original thoughts and expressions, we have drafted requirements for each writing submitted for publication in the magazines. The requirements reflect the final draft stage of the writing process.

Each writing must :

1. have the name of the writer and their class at the top of each page,;

2. must be written clearly in blue or black ink or dark pencil;

3. must be a revised edition of the writing, edited by the student together with another student or teacher so that it is understandable to an outside reader. Please respect the syntax and style of the writing, even if it is not the way a native English writer would express him/herself.

4. must have a title of the authors choice. (This is often the last part of the process and we have developed some ideas to get the writers to create expressive titles.)

OPTIONAL: Writings can be illustrated. Technical requirements are that the drawing be on plain white paper (if possible-we can supply this to the student) in a dark colored pen or pencil. (Color is okay but it does not reproduce.) The illustration may fill an 8 1/2" x 11" page or any part of it. We encourage the writer to try and illustrate his/her own compostion. There is also the option of suggesting an idea for an illustration. The editorial committee will find an artist in the student body to draw

the picture.

These requirements are extremely important in streamlining the process of putting the magazine together. They also ensure the integrity of the writing. Writings which do not meet the criteria above will be sent back to the author for further work.

C

NEWSPAPER

We encourage you to consider using the newspaper in your class. We will provide you with some teaching suggestions and where possible, arrange for you to attend a workshop. In addition, texts on the use of the newspaper are available at each site including:

* The Newspaper: an alternative textbook by Rodney Short and Bev Dickerson (A handbook of activities).

* A curriculum developed by The Daily News (for native speakers, but useful nevertheless).

* The 25 ESL teaching strategies mentioned above.

* Smalltown Daily: an ESL elementary/intermediate/advanced reader edited by John N. Miller & Raymond C. Clark (a collection of short, high-interest readings gleaned from a small-town paper.)

"Most teachers would agree that the ideal textbook for the comprehensive classroom would be socially relevant, geared for low level readers, informative and appealing on a wide range of subjects and continually updated . . . you already have such a textbook at hand - the daily newspaper." (from The Newspaper: an alternative textbook.)

The newspaper is inexpensive, accessible and interesting. There is something for everyone in it and it can help to orient our students to New York culture. It can be useful to all levels of learners. It not only provides relevant and easy reading material, but can be a springboard to discussion and writing.

To give you an idea of how to use the newspaper, consider this lesson plan:

1. Choose two readings. Assign half the class one reading, and the other half the second reading.
2. Pair the students up, each pair having different articles and allow them to read their articles silently.
3. In pairs, the students summarize their readings to each other.
4. Each student then writes a short article based on what he heard.
5. When the student has finished writing, he then reads the original article and corrects and rewrites his own article. Circulate while all this is going on to be available for questions and over-the-shoulder corrections.
6. The students submit their re-written articles.
7. Post the articles, article A on one side of the room, article B on the other, and let the students read each other's writings.

D

STUDENT COUNCIL

The Student Council provides a forum for student voice, and channels for student involvement. Its goal is to support student-initiated and directed projects.

For at least three reasons, we feel it is important to encourage student participation in planning and decision-making. First, unlike public or private "schools", this is a Union program. The Union "is" the members. These classes "belong" to the students. Second, we are teaching adults who bring a wealth of experience and knowledge to their learning. Third, participation is simply a good educational practice.

It is important that you stay informed of Student Council activities and support its work. Please take note of the calendar on the next page.

Each site will elect a President and Vice-President, and each class will elect two delegates. In October, you will be given lesson plans on election process and be asked to facilitate delegate elections.

The Student Council will meet once a month, at which time, delegates will be excused from class. It is imperative that class-time be set aside for your delegates to discuss Council business with their classmates.

We encourage you to help the delegates develop the communication and leadership skills needed to perform their tasks. In addition, if you are interested in volunteering to be a Student Council Advisor, we will cover your class when necessary.

STUDENT COUNCIL CALENDAR OF ELECTIONS & MEETINGS

The Student Council will meet on the first Wed. or Thurs. of each month for 2 hours. Teachers should allow 1/2 hour for delegates to report back to classes on those days (and/or the next class period if necessary). The first meeting (November 1 & 2) will include a workshop on the functioning of a student council & the responsibilities of a delegate; brain-storming projects; forming committees.

275 7th Ave 6pm - 8pm 10th floor kitchen	218 W. 40th St. 5:30 - 7:30 4th floor kitchen
October 2-5 (Mon.-Thurs.) nominations for Pres/V. Pres. nominations for delegates October 16 - 19 (Mon.-Thurs.) nominees visit classes October 23 - 26 (Mon.-Thurs.) Election w/polling place & machines	
November 2 (Thurs.)	November 1 (Wed.)
December 6 (Wed.)	December 7 (Thurs.)
January 4 (Thurs.)	January 3 (Wed.)
February 6 (Wed.)	February 1 (Thurs.)
March 1 (Thurs.)	March 7 (Wed.)
April 4 (Wed.)	April 5 (Thurs.)
May 3 (Thurs.)	May 2 (Wed.)
June 5 (Wed.)	June 6 (Thurs.)

E

PICTURES FILES

Each class will keep a picture file that will grow during the school year. Encourage your students to bring in the photos, drawings or pictures they come across in magazines, newspapers, advertisements etc.

Pictures can inspire conversation and writing. They can be used to teach vocabulary and grammar. They can be a springboard to elliciting subject matter that is of interest to your students. Because they are open to individual interpretations, they draw out opinions and comparisons. They are useful for all levels of ESL and, they are everywhere to be found!

In addition to the class picture files your class will maintain, you may find the followiong at each site:

* The Mind's Eye: Using pictures creatively in language learning by Han Matey, Alan Duff and Francoise Grellet.

* Picture Stories for Beginning Communication by Sandra Heyer.

* Looking at American Signs: A pictorial introduction to American language and culture by Jann Huizenga.

* Longman's Photo Dictionary by Marilyn S. Rosenthal and Daniel B. Freeman.

* Longman's Progressive Picture Compositions by Donn Byrne.

* Double Action Picture Cards by Jane Yedlin.

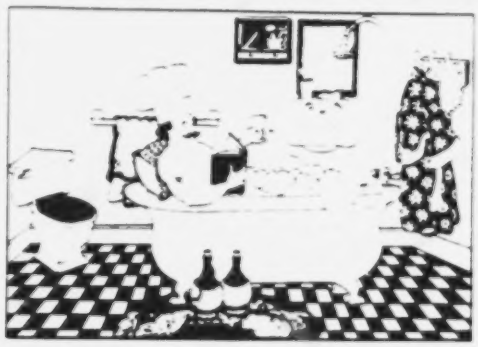
* Lexicarry: an illustrated vocabulary-builder for second languages by Patrick R. Moran.

* Longman's What's the Story by Linda R. Markstein & Dorien Grunbaum.

There are many good suggestions for picture use in these texts, but please don't hesitate to ask for staff help in developing strategies. The following two pages are a lesson from Double Action Cards to illustrate one of many approaches. (The cards are 20" x 14" and we will try to make them available at each site in late October).

Card 1

SIDE A



SIDE B

Verbs
ask for
bake
barbecue
boil
bring/brought
broil
chop
cook
cut/cut
fry/fried
give/gave
hand
make/made
pick up
roast
serve
slice
take/took
toast
work

Nouns
apron
bacon
bowl
bread
cake
chef
coffee
coffeepot
counter
egg carton
egg
grill
ham
hamburger
hand
hat
hotdog
knife/knives
lettuce
loaf
meat cleaver
moustache
mushroom
neckerchief
onion
oven
piece
salad
shelf
shelves
slice
soup
spatula
stove
t-shirt
tattoo
toast
toaster
tomato
turkey
vegetable
waitress
wire basket

Prepositions
above
at (work)
behind
below
beside
in front of
next to
on (the counter)
to the left of
to the right of

Verbs
bathe
brush
comb
drink/drank
dry/dried
flush
hang/hung
read/read
relax
run/ran (the water)
shave
smoke
take/took (a bath)

Nouns
bath mat
bathrobe
bathtub
book
cigarette
comb
cupboard
faucet
glass
hook
mirror
pillow
razor
shaving brush
shaving mug
shower
shower cap
sink
suds
toilet
toothbrush
toothpaste
towel
water
wine
wine jug

Prepositions
at (home)
in (the tub/the bathroom)
on (the hook/the shelf)

ELICITING QUESTIONS

Can
What can the chef do?
What does the chef know how to do/make?

Simple Present
What does the chef do every day?
What does the waitress do every day?

Present Continuous
What is he doing now?

Double Action Cards.

Chef

Simple Present
What does he do in the daytime?

Present Continuous
What is he doing now?

Past
What did he do at work today?

Simple Present
What does he do after work?

Future
What is he going to do after work?
What is he going to do after his bath?

Present Continuous
What is he doing now?

Future/Past

What is he going to do tomorrow?
What did he do yesterday (at work)?

What is he going to do tonight?
What did he do last night (after work)?

Present/Future

What is he going to do after he fries the hamburgers?

What is he going to do after he drinks the wine/gets out of the bathtub?

Present Continuous
What is he doing now?

Would Like
What would he like to be doing?

Have To/Has To
What does he have to do every day?

Would Rather
What would he rather do today?

Prepositions of Location
Where is/are. . .?

Why/Because
Why does the chef need to relax?

ADDITIONAL ACTIVITIES

Discussion/Personal Preference: Discuss what students like to cook/eat.

Prepositions of Location: Make sure students know the names of the foods and utensils in the chef's kitchen. Give A to a student in the class. Have him/her describe the location of each of the items in the kitchen. Other students draw the kitchen as s(he) describes it. (You may want to write vocabulary and prepositional phrases on the board.)

Description: Have students describe the chef's kitchen, using **There Is/There Are.**

ROLE PLAY
Have various students play the parts of the chef and the waitress. The dialogues can be very simple or complex, depending on your students' abilities: I need. . .; They want. . .; They don't like. . .; They asked for. . . .

F

CURRICULUM LIBRARY

At each site, a number of books and curriculum materials are available to you. Teachers borrowing any materials from the library are required to fill out a "borrower's slip". There will be a log book at each site where the borrower's slips will be kept. Paras are to make sure that the teachers sign out all materials, and follow up if materials are not returned by due dates.

The check out limit for each book is one week. You can renew books unless the books have been requested by another teacher; in this case the book will be available the following week. Lost books will have to be replaced at your expense.

Large wall charts, pictures and maps are available for one session at a time. There is also a video machine available at 275. You must sign up to use all of these in advance.

Subject Files

For the 1987-88 program year, five subject files were developed. These will be at the curriculum libraries. Each of the files covers one theme that our students identified as important in their lives. They are: Family, Work, N.Y. Geography, Immigrant Experience, and Health and Safety. They are made up of lessons that teachers have said worked in their classroom. There are copies of the files at each site.

The files are designed to grow and to provide a way for all of us to share successful lessons with each other. Let us know when you use materials that work and we will add them to these files.

Workplace ESL

Through the efforts of the ESL teachers at the Technical/English classes, we now have a booklet that focuses on the garment industry and workplace. Materials are organized by topic: The Garment Industry, Fashion, Sewing, Jobs, and Work. For each activity there is a suggested implementation strategy. All components include vocabulary. Most of the time, the learners know vocabulary and the language of sewing in their own languages. These materials help to provide the transition to English in the context of the workplace, with the goal of clearer communication on the job.

A copy of this booklet will be available at your site library.

G

MONTHLY CURRICULUM MATERIALS

Each month you will be receiving a packet of curriculum materials. Favorable response to materials sent out about Martin Luther King at the time of his birthday coupled with requests for information on holidays from students and teachers led us to produce monthly packets of materials. The materials are oriented to holidays, commemorations, current events, and monthly themes (proclaimed nationally and city-wide, i.e. February is Black History Month, March is Women's History month, etc.). Through the student councils, we hope to generate themes for the undesignated months of the year (January and April).

We have many resources at the office, but we are always looking for new ones. We encourage you to send in your ideas or information relating to holidays, current events, themes or any other ideas you may have. You will receive this monthly packet along with a calendar one week prior to the coming month. Listed below is an outline of what we have planned thus far:

October:
- Elections, Columbus Day, Yom Kippur, Halloween, Black Poetry Day (17th),

November:
- Hispanic Heritage Month, Veteran's Day, Thanksgiving, Adult Literacy Week, Soujourner Truth Day (26th),

December:
- Christmas, Chanukah, Winter, New Year's Eve and Day, International Human Rights Day (10th),

January:
- Martin Luther King's Birthday, 1990-International Literacy Year, The Lawrence Strike of 1912, Three King's Day,

February:
- Black History Month, President's Days: Lincoln, Washington; St. Valentine's Day, Chinese New Year,

March:
- Women's History Month, International Women's Day, Spring, Easter, St. Patricks Day, The Triangle Shirtwaist Factory Fire,

April:
- April Fool's Day, Income Taxes, Passover,

May:
- Labor History Month; Asian-Pacific Heritage Month, May Day, Mother's Day, Memorial Day,

June:
- Father's Day.

H

FIELD TRIPS/SPEAKERS

Field trips are an excellent way to bring students into contact with places they may not necessarily venture to on their own. They are also a real-life setting in which the students need to use English. Many students wrote about their experiences on field trips for the student magazine. For one student, the most interesting part was "the practice of speaking English with different people." She went on to say, "I think that trips are very necessary because one feels freedom of expression and practices more easily."

In past years, teachers and students have opted for trips to museums (usually open one evening a week at no charge), or to department stores both for shopping and exhibits (The Macy's Flower Show). Other classes have gone to the theatre, to the library (please see list of libraries on page 41), to a grocery store, to the Fire Department, etc.

The most up-to-date information about what's going on and location/hours/fee for prospective field trip destinations can be located in weekly publications such as The Village Voice, any New York paper on Sunday (try the arts section for starters), The New Yorker, New York Magazine, Seven Days weekly, etc. Daily newspapers often mention events specific to that day or cover one article, whereas weekly publications seem to give broader coverage as to what is happening.

Before you go on a field trip you must fill out Board of Ed. forms and return them to us prior to the date of your trip. (See the para at your site for forms and instructions or call the main office.)

The following are some suggestions to incorporate in your lessons before, during and after your trip:

Before the trip the class can:

Decide where to go by brainstorming all the possibilities and narrowing them down to a few choices. Through consensus the class can decide on which trip to take first. (Save the other ideas for future trips.)

Figure out where the place you will visit is located and and how to get there using a map.

Generate possible telephone conversations based on getting further information on the place. Practice in class first.

Have the class generate a list of questions about about the place they are going to. Then, have them find answers to the questions while they are on the premises. (A helpful way to do this is to have the class list what they know about the place first and then what they want to know.)

During the trip, it is important to give the class an assignment or task which requires them to practice speaking and/or working on skills specific to where they are. Some ideas are:

Tasks related to the place: For example, the library: fill out the form to get a card, find book of their choice and check it out: shopping: have the class locate items throught the aisles, read labels, compare prices and choose something to buy which they'd like to taste.

Follow-up to the trip is full of possibilities. Organize an interview or talk show where students who went on the trip are asked about their experiences by a moderator. Have the class generate some questions before beginning the interview process--just enough to get going.

Share the experience with another class. Go to their class (arrange it before-hand) and have the students explain about the trip (information about the place and the experiences they had there). Suggest the use of props - maps, items gathered while at the place, etc.

No matter what is done, have the class write about their experiences, either in their journals or as a separate writing assignment. There are many ways you can go with this. In the past, teachers have had students illustrate their visits after the trip.

SPEAKERS

Another way to bring the real world into the classroom is to host a speaker. Together with the students, choose a topic and 3 possible dates for the speaker. The type of format also needs to be decided upon - interview, lecture followed by questions and answers, slides and speaker, etc. Then call us at the office and we'll arrange the rest for you. (We must arrange the speaker.) Please plan on 1 - 3 weeks lag time between requesting a speaker and their actual appearance in your class.

As above, we recommend that you utilize the event to plan a number of activites before, during and after the speaker. There are many ideas on how to prepare the class for the speaker, possible formats and follow-up activities in an in-house publication entitled, "Speakers List". This is at your site in the resource library.

LIBRARIES

Manhattan

LINCOLN CENTER - CIRCULATING PERFORMING ARTS LIBRARY
11 Amsterdam Ave.
Tel. #: 870-1600
Monday & Thursday 10:00 A.M. - 8:00 P.M.
Wednesday & Friday 12:00 Noon - 7:00 P.M.
Tuesday 10:00 A.M. - 7:00 P.M.

CHATHAUM SQUARE
33 E. Broadway
Tel. #: 964-6598
Tuesday & Thursday 10:00 A.M. - 8:00 P.M.

MUHLENBERG
209 W. 23rd. St. Bet. 7th & 8th
Tel. #: 924-1585
Monday & Thursday 10:00 A.M. - 8:00 P.M.

SEWARD PARK
192 E. Broadway
Tel. #: 477-6770
Monday 10:00 A.M. - 8:00 P.M.

MID-MANHATTAN LIBRARY
455 5th Ave. (at 41st St.)
Tel. #: 340-0866
Monday - Thursday 9:00 A.M. - 9:00 P.M.

NEW YORK PUBLIC LIBRARY
42nd St. and 5th Ave.
Tel. #: 340-0849

Brooklyn

GRAND ARMY PLAZA
Brooklyn
Monday - Thursday 9:00 A.M. - 8:00 P.M.
Tel. #: 718 780-7817

New York Public Library Centers For Reading and Writing

* classes can borrow collections of books for a 3 month period.
* great selection of ESL books.
* Centers conduct orientations to the Center for classes.
* Centers help students get library cards and borrow books.
* Centers demonstrate microcomputers.

SEWARD PARK
192 E. Broadway
contact: Joan Botta 673-4528

St. Agnes Library
444 Amsterdam Ave. (nr. w. 81st St.)
contact: Maureen Schild 787-4014

I

B.E./G.E.D.

There are three BE/GED classes in our program. Most of the students enrolled in these classes have English as their second language and are interested in passing the GED test (in English). A few already have high school diplomas, but continue to attend classes to improve their English.

Teachers of GED report feeling torn between teaching to the test and teaching meaningful skills. They know that obtaining the high school equivalency diploma is important, but find that students don't learn very much that is useful when they teach to the test.

Reading comprehension is key to passing the GED test, and the newly revised test includes the writing of an essay. We suggest that teachers of G.E.D. emphasize the reading and writing processes using the subject matter covered on the test. (Social Studies, Science, etc.). The writing process is introduced on page 27 of this manual. In brief, by the reading process we mean that learners should work on the following:

* The reasons why the writer produced the text.
* The type of organization of the text: Its coherence.
* The content of and information in the text.
* The structures and the words used in the text: their recognition and the reasons for their inclusion.
* The ways in which the writer makes the text hang together: its cohesion.
* Each reader's reason for reading the text.
* The way in which each individual reader approaches the reading task.
* The reader's expectation of what the text is about; the interest it creates and the reasons to continue reading.
* Approaches to dealing with ambiguity and unknown words.
* The ways in which the text relates to the real world.

The following is a very general outline of the subjects found on the GED test:

< Writing Skills
  - Basic English Usage
  - Sentence Structure
  - Mechanics
  - The Writing Process

< Reading Skills
  - Critical Thinking
  - Interpreting Graphs and Illustrations

< Social Studies
  - Behavioral Science (Anthropology, Sociology, Psychology)
  - U.S. History (1492 - present)
  - Political Science (U.S. Govern.)
  - Economics
  - Geography

< Science
  - Biology
  - Earth Science
  - Chemistry
  - Physics

< Literature and the Arts
  - Interpreting Prose Fiction
  - Interpreting Poetry
  - Interpreting Drama
  - Interpreting Nonfiction

< Mathematics
  - Whole numbers/Problem Solving
  - Decimals
  - Fractions
  - Ratio and Proportion
  - Percents
  - Measurements
  - Graphs, Statistics, and Probability
  - Numeration
  - Geometry
  - Algebra

There are some materials available on these different subjects at the sites where GED is taught. We will arrange for the sharing of information among GED teachers.

J

GRAMMAR

The following is a list of grammatical structures organized by level (published by a committee of teachers and instructional facilitators of the ESL component of the ABE/HSE Services Program of N.Y.C.). The structures listed in each level are not in any particular order.

This list should not be seen as a step-by-step curriculum. It is simply a general guide.

We encourage you to plan instruction by combining a grammatical structure with a context. This list might give you some ideas. In addition, the list might be used as a reference, when in the course of a lesson, a particular grammar point arises spontaneously.

Grammatical structures and skills are not taught in a vacuum and have meaning only in relation to a given purpose in a given context. Many experienced teachers have concluded that the traditional way of drilling students in grammar does not really help students to speak English, although it may be useful as a follow-up activity. One teacher writes, after helping a student prepare for a visit to the dentist, "I found it more effective to teach them survival skills and work on their grammar at the same time."

To illustrate how grammar can be taught as part of a comprehensive lesson, refer again to "Maria's Wrist."

While it might not be and need not be evident to the student, many grammatical structures are introduced and reinforced in this lesson including: the present tense; the present continuous tense; question forms with what, where, how, and why; the auxilary verbs "do" and "have"; and adjectives. "Possessives" are explicitly covered.

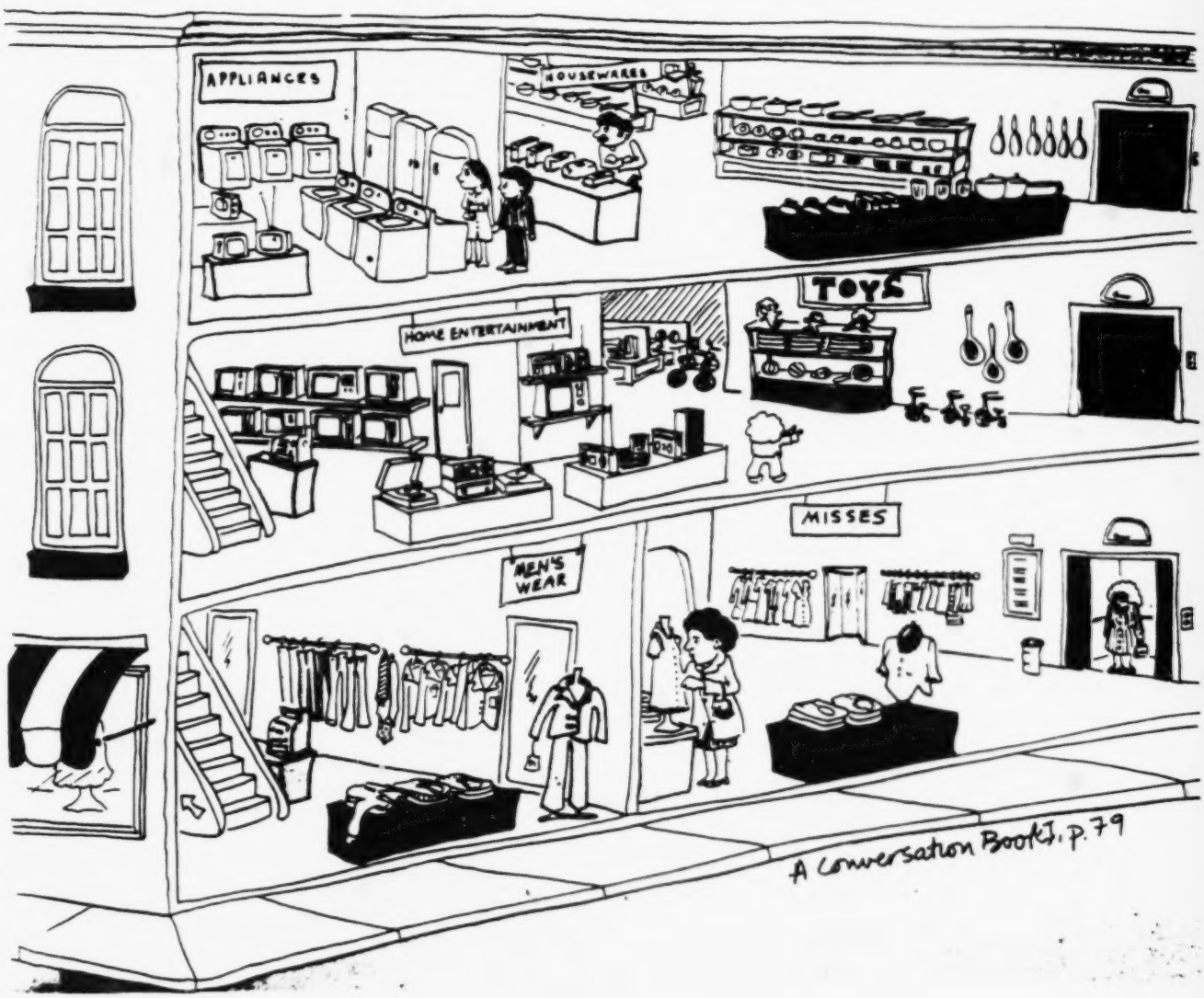
It is always possible to introduce as many grammatical structures as you want within a given lesson, as well as, reinforce what is there with other activities or materials.

Needless to say, grammar is an essential part of the language. However, the students don't always have to know that they are learning "grammar", nor does <u>your</u> primary lesson goal need to be grammar.

Your main goal in using "Maria's Wrist", for example, might be to help your students' acquire the language to express and identify the health hazards associated with their jobs. As you reach that goal, grammatical structures are being taught.

Similiarly, one teacher, reported that her students were interested in vocabulary related to shopping. She created an appropriate lesson that ended with a lively discussion of the differences between shopping in New York and in China (where all her students are from). The last half an hour turned into a grammar lesson on how to form the comparative and superlative forms of adjectives.

At each site, you will find several grammar workbooks and reference books. Feel free to consult these. As always, do not hesitate to ask staff for help in devising approaches to teaching grammar in a relevant context.



GRAMMATICAL STRUCTURES
LEVEL I

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO & INFORMATION QUESTIONS	LONG AND SHORT ANSWERS
PRESENT TENSE WITH "BE"	I am a student. He is Chinese. It's hot. They're not happy. We aren't married. COMMAND: Be quiet! Don't be late! Let's be early. Let's not be late.	Are you married? How is she?	Yes, I am. No, I'm not married. Fine. She's fine.
PRESENT TENSE WITH "BE" USING "THERE," "HERE," AND "IT" IN INITIAL POSITION	There are books in the closet. Here's your change. It's hot.	Is there an apartment for rent? What time is it?	Yes, there is. No, there isn't an apartment for rent. 7:15 It's 7:15
SIMPLE PRESENT TENSE WITH OTHER VERBS	I have a headache. He speaks Spanish. They don't live in the Bronx. He doesn't have the book. COMMAND: Give me a pencil, please. Speak slowly! Don't walk. Let's go. Let's not go.	Do you go to school? Where do you live?	Yes, I do. No, I don't go to school. In Brooklyn. I live in Brooklyn.
PRESENT CONTINUOUS	I'm eating now. They aren't working.	Are you talking? What's he doing?	Yes, I am. No, I'm not talking. Writing. He's writing.

GRAMMATICAL STRUCTURES
LEVEL I

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO & INFORMATION QUESTIONS	LONG AND SHORT ANSWERS
SIMPLE PAST TENSE REGULAR AND MOST COMMON IRREGULAR VERBS	Bob walked to school. They prepared dinner. We wanted some ice cream. She was absent. He went to the store. I had a headache. He didn't sleep.	Did she get to class on time? Was he sick? Why did he leave?	Yes, she did. No, she didn't get to class on time. Yes, he was. No, he wasn't. Because he was tired. He left because he was tired.
FUTURE WITH "WILL"	I'll see you tomorrow. She won't do her homework.	Will you be home later? Where will you be?	Yes, I will. No, I won't be home later. At school. I'll be at school.
MODAL: CAN	I can type. Mary can't swim.	Can you ride a bike? When can you take the test?	Yes, I can. No, I can't ride a bike. At 3 o'clock. We can take the test at 3 o'clock.
COMMON TWO-WORD VERBS	Turn off the lights. Put on your clothes. I'm getting off. He wakes up at 7:00. Put (it, them) away. Put the books away. Put away the books. She steps on the stone(s).		
POSSESSIVE NOUNS AND ADJECTIVES Maria's, my, you, his, her, its, our, their	Maria's mother lives in Miami. Her mother lives in Miami.		

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS	LONG AND SHORT ANSWERS
DIRECT AND INDIRECT OBJECT PRONOUNS me, you, him, her, it us, them	Give me the book. Give the book to me. She is working with her. He buys it for me. He buys me it. He buys them for me. He buys me them.		
DEMONSTRATE ADJECTIVES AND PRONOUNS this - these that - those	ADJECTIVES / PRONOUNS I need this book. / I need this. I need these books. / I need these. I need that book. / I need that. I need those books. / I need those.		
SIMPLE INFORMATION QUESTION WORDS HOW, WHAT, WHERE, WHY, WHO, WHEN, HOW MANY, HOW MUCH		When's the break? Who's that? Why are you late? How many children do you have?	
DEFINITE AND INDEFINITE ARTICLES the, a, an, X (no article)	I need an umbrella. The brown umbrella is here. I like X ice cream. I go to X school.		
WORD ORDER OF ADJECTIVES AND NOUNS	That's a beautiful sweater.		
CARDINAL AND ORDINAL NUMBERS	She's 25 years old. She lives on 25th Street. He lives on the first floor.		

GRAMMATICAL STRUCTURES
LEVEL I

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS	SHORT AND LONG ANSWERS
POSSESSIVE PRONOUNS mine, yours, his, hers, ours, theirs, its	That seat is mine, not yours.		
ADVERBS OF TIME, FREQUENCY AND MANNER	They leave early. He visits us often. She sings well.		
WORD ORDER OF ADVERBS	She always comes late. She's never on time.		
SIMPLE PREPOSITIONS OF TIME AND PLACE	Come at 8:00. She lives on Park Place. She lives in Brooklyn. She lives at 485 Park Place.		
INTERJECTIONS (EXCLAMATIONS)	Boy, it's hot! Hey, that's mine! Ouch!		
SIMPLE CONJUNCTIONS AND, BUT, OR	I need aspirins and bandaids. I work and I go to school. I speak English, but not French. She always wears brown or black.		

GRAMMATICAL STRUCTURE
LEVEL II

Level II is a review & expansion of the structures already taught in Level I, plus the introduction of the following:

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS	SHORT AND LONG ANSWERS
PRESENT TENSE "BE"; "LET'S" COMMANDS	Let's be early. Let's not be late.		
SIMPLE PRESENT TENSE WITH OTHER VERBS; "LET'S" COMMANDS	Let's go. Let's not go.		
FUTURE WITH "WILL"	I'll see you tomorrow. She won't do her homework.	Will you be home later? Where will you be?	Yes, I will. No, I won't be home later. At school. I'll be at school.
"GOING TO" FUTURE	They're going to eat later.	Is she going to go home? When is she going to arrive?	Yes, she is. No, she isn't going to go home. At eight. She's going to arrive at eight.
PAST CONTINUOUS	He was eating his lunch at 12;00.	Was she doing her homework? What was she doing yesterday afternoon?	Yes, she was. No, she wasn't doing her homework. Swimming. She was swimming.
SIMPLE PAST TENSE; REGULAR AND MOST COMMON IRREGULAR VERBS	Bob walked to school. They prepared dinner. We wanted some ice cream. She was absent. He went to the store. I had a headache. He didn't sleep.	Did she get to class on time? Was he sick? Why did he leave?	Yes, she did. No, she didn't get to class on time. Yes, he was. No, he wasn't. Because he was tired. He left because he was tired.

GRAMMATICAL STRUCTURES
LEVEL II

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO INFORMATION QUESTIONS	SHORT AND LONG ANSWERS
LINKING VERBS PRESENT AND PAST (other than "Be") seem, look, appear, become, feel, sound	He seems angry. The child looks sad. It seemed difficult.	Does she seem tired? Why did she feel tired?	Yes, she does. No, she doesn't seem tired. Because she works hard. She felt tired because she worked hard.
"USED TO" (INDICATING PAST)	He used to work in that store.	Did you use to live in Queens? Did you ever live in Queens? Where did you use to study?	Yes, I did. No, I never lived there. At the learning center. I used to study at the learning center.
INFINITIVE CONSTRUCTIONS like to, want to, need to	Uncle Al likes to eat Chinese food. They want to go. We need to learn English.	Does your aunt like to shop? Where do you want to eat? What do you need to do?	Yes, she does. No, she doesn't like to shop. At the Gold Palace. I want to eat at the Gold Palac Study. I need to study.
MODALS OF: ABILITY: CAN, COULD (PAST) BE ABLE TO (PRESENT & PAST)	I can (could) type. He is (was) able to learn English.	Can you drive? When is she able to leave?	Yes, I can. No, I can't drive. At 6 o'clock. She's able to leave at 6:00.
PERMISSION: MAY, CAN, (COULD polite form in a question)	You may come in. You can have some tea.	May I see that? Can (could) I meet you later?	Yes, you may. No, you may not see that. Yes, you can. No, you can't meet me later.

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO INFORMATION QUESTIONS	SHORT AND LONG ANSWERS
MODALS OF:			
POLITE REQUEST: WOULD	I'd like to meet him.	Would you like a cup of coffee?	Yes, I would No, I wouldn't like a cup of coffee.
NECESSITY: MUST, HAVE TO	I must go. I don't have to go.	Must you go?	Yes, I must. No, I don't have to
		Do you have to go?	Yes, I do (must). No, I don't have to go.
COMMON TWO-WORD VERBS: SEPARABLE & NON-SEPARABLE	Put (it, them) away. Put the books away. Put away the books. She steps on (it, them). She steps on the stone(s).		
MORE COMPLEX INFORMATION QUESTION WORDS "WHOSE", WHAT KIND OF," "WHICH (ONE)"		Whose umbrella is this? What kind of food do you like?	Mine. It's mine. Italian. I like Italian food.
DIRECT AND INDIRECT OBJECT PRONOUNS (TOGETHER IN THE SAME SENTENCE)	He buys it for me. He buys me it. He buys them for me. He buys me them.		
REFLEXIVE PRONOUNS myself, yourself(ves), himself, herself, itself, ourselves, themselves	He did it himself. We prepare dinner ourselves.		
RECIPROCAL PRONOUNS each other, one another	They help each other (one another).		

GRAMMATICAL STRUCTURES
LEVEL II

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS	SHORT AND LONG ANSWERS
MASS AND COUNT NOUNS	I drink milk. I drink three glasses of milk.	How much milk do you drink? How many glasses of milk do you drink?	A lot. I drink a lot of milk. A lot. I drink a lot of (many) glasses a day.
WORD ORDER OF MULTIPLE ADJECTIVES BEFORE NOUNS	I bought a new, glass coffee table.		
INDEFINITE ADJECTIVES/PRONOUNS some / some any / any many / many much / much a few / a few a lot of / a lot another / another other / the other(s) someone/body anyone/body no one/body	ADJECTIVE / PRONOUN I need some money. / I won't see anybody. I don't have much money. / Someone knows the answer. Give me another book. / I want the others. She has a few friends. / I'd like some.	Do you want some(any) ice cream? Do you have a lot of (much) money? Do you see anyone (someone)?	Yes, I do. Yes, I want some. No, I don't want any. Yes, I do. Yes, I have a lot of money. No, I don't have much money. Yes, I do. Yes, I see someone. No, I don't see anyone.
EQUAL AND UNEQUAL COMPARISON OF ADJECTIVES AND ADVERBS er ....than the....est (of all) more...than less...than most...of all least..of all (not) as..as	ADJECTIVES He is taller than I. He is the tallest (of all the children.) She is more beautiful than her sister. Her sister is less beautiful than she. She is the most beautiful (of all). She is the least beautiful(of all). She is as beautiful as her sister. Her sister is not as beautiful as she.		

GRAMMATICAL STRUCTURES
LEVEL II

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS	SHORT AND LONG ANSWERS
EQUAL AND UNEQUAL COMPARISON OF ADJECTIVES AND ADVERBS	ADVERBS He lives closer to the school than I. He lives the closest to the school (of all). He learns more quickly than I. I learn less quickly than he. He learns the most quickly (of all). I learn the least quickly (of all). He learns as quickly as I. I don't learn as quickly as he.		
INTENSIFIERS very, too, so, extremely	It's very hot in there. It's too hot to work. She's extremely tired. It's so hot in here!		

GRAMMATICAL STRUCTURES
LEVEL II

Level II is a review & expansion of the structures already taught in Levels I & II, plus the introduction of the following:

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS AFFIRMATIVE & NEGATIVE	SHORT AND LONG ANSWERS
PRESENT PERFECT	I've lived here for three years. She's been a doctor since 1970.	Have you eaten lunch? Why haven't you called?	Yes, I have. No, I haven't eaten yet. I had no time. I haven't had any time.
"IF" CLAUSES: FUTURE	I'll go to the beach if it's hot. If it doesn't rain, I'll come.	Will you come if you have time? Where will you go if it rains?	Yes, I will. No, I won't come. To the movies. I'll go to the movies.
PAST CONTINUOUS WITH PAST	I was going home when the lights went out. He wasn't home when the fire started.	Weren't they sleeping when the phone rang? Where were you going when the bus broke down?	Yes, they were. No, they weren't sleeping (when the phone rang). Home. I was going home.
FUTURE CONTINUOUS	He'll be working at this time tomorrow. We won't be coming back to this restaurant again.	Won't she be coming to school tomorrow? What will you be doing in an hour?	Yes, she will. No, she won't be coming to school tomorrow. Taking the bus. I'll be taking the bus in an hour.

GRAMMATICAL STRUCTURES

LEVEL III

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS AFFIRMATIVE & NEGATIVE	SHORT AND LONG ANSWERS
MODALS OF NECESSITY: SHOULD, OUGHT TO	She should (ought to) stop smoking.	Shouldn't she leave now?	Yes, she should. No, she shouldn't leave now.
BE SUPPOSED TO (PRESENT AND PAST)	I'm(was) supposed to meet her later.	When are you supposed to be there?	At noon. I'm supposed to be there.
HAD BETTER	You'd better pay attention.	What should (must) you do?	Study. I'd better study more.
HAVE GOT TO DON'T HAVE TO (NEG. OF HAVE GOT TO)	I've got to go now.	What have you got to do?	Iron. I've got to iron. I don't have to iron.
HAD TO (PAST OF MUST)	"I must go," he said. He said he had to go.	Why did you have to go?	Because I had to work. I had to go because I had to work.
POSSIBILITY: MAY (MIGHT)	It may (might) rain today.	Do you think you may (might) go to the party?	Yes, I may (might). Yes, I may (might) go to the party.
PROBABILITY: MUST	Everyone has an umbrella; it must be raining.	Why is she crying? What's the matter with her	She must be in pain.

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS AFFIRMATIVE & NEGATIVE	SHORT AND LONG ANSWERS
TAG QUESTIONS & RESPONSES		You're ready, aren't you? You're not ready, are you? You bought the tickets, didn't you? They'll be there, won't they? She hasn't eaten, has she?	Yes, I am No, I'm not ready yet. Yes, I did. No, I didn't buy them yet. Yes, she has. No, she hasn't eaten
COMPLEX SENTENCES with "who", "that", & "which"	The woman who just left was waiting for you. The cake (that, which) you made is delicious	Is the man who lives here home? Where's the book that I was reading?	Yes, he is. No, the man (who lives here) isn't home. On the table. The book (that you were reading) is on the table.
DIRECT AND INDIRECT SPEECH	She said, "I'm sorry." She said that she was sorry. Ask her what time it is. Please find out where he lives. Tell me how you are.		
COMPOUND SENTENCES WITH "EITHER," "SO," "TOO," "NEITHER"	They don't like cold weather, and I don't either. He works and so does his wife. Louis is tall, and his son is too. They never stay up late, and neither do I.		
VERB PLUS GERUND OR INFINITIVE (OR EITHER)	I don't like ironing. I don't like to iron. They need to work. Joe continued to talk. COMMAND: Stop smoking. No littering.		

GRAMMATICAL STRUCTURES
LEVEL III

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS AFFIRMATIVE & NEGATIVE	SHORT AND LONG ANSWERS
EQUAL AND UNEQUAL COMPARISON OF NOUNS AS MANY .....AS NOT AS MANY ...AS AS MUCH ....AS NOT AS MUCH ...AS MORE...THAN LESS ..THAN FEWER ...THAN LEAST ...(OF ALL) MOST ....(OF ALL)	There are (not) as many students here today as yesterday. I (don't) have as much money as you do. I have more money than you do. She has less money than I have. She has fewer children than I. She has the least money (of all of us. I have the most work (of all).		
OTHER INDEFINITE ADJECTIVES/PRONOUNS all / all both / both each / each either / either least / least less / less little / little more / more most / most neither / neither no / none one / one plenty(of) / plenty several / several	ADJECTIVE: All parks are open on Sunday. PRONOUN: All are here. ADJECTIVE: I have no food. PRONOUN: None can read. ADJECTIVE: Both jobs seem interesting. PRONOUN: Which do you want? neither. ADJECTIVE: Do most children learn to read? PRONOUN: Yes, most do. ADJECTIVE: Several students came early. PRONOUN: Several came late.		
EXCLAMATORY SENTENCES	What a beautiful girl she is! How late it is! Am I tired!		

GRAMMATICAL STRUCTURES
LEVEL IV

Level IV is a review and expansion of the structures already taught in Levels I-III, plus the introduction of the following:

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS AFFIRMATIVE & NEGATIVE	SHORT AND LONG ANSWERS
PRESENT PERFECT CONTINUOUS	I've been waiting for you for ten minutes. He's been working there since 1980.	How long have you been studying English? Has he been living in N.Y. a long time?	Four years. I've been studying English for four years. Yes, he has. No, he hasn't been living in N.Y. a long time.
PAST PERFECT	I had spoken to him before I wrote the report. I had met her parents before I met her.	Had you eaten before you arrived? What had he done before he went to the movies?	Yes, I had. No, I hadn't eaten before I arrived. Cashed a check. He had just cashed a check.
PAST PERFECT CONTINUOUS	He had been working for two years when he got a raise. We had been watching television when the lights went out.	Hadn't he been living in Cuba during the Revolution? Where had he been living?	Yes, he had. No, he hadn't been living in Cuba during the Revolution. In Cuba. He had been living in Cuba.
FUTURE INTENTION IN PAST	I was going to work tonight, but I changed my mind. She was going to call him, but she was interrupted.	Weren't you going to work tonight?	Yes, I was. No, I wasn't going to work tonight?
FUTURE PERFECT	I will have spent all my money by Friday. They will have eaten everything by the time you get here.	Won't they have missed the train by now? By when will you have spoken to him?	Yes, they will have. They will have missed the train by Friday. I will have spoken to him by Friday.

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS AFFIRMATIVE & NEGATIVE	SHORT AND LONG ANSWERS
FUTURE PERFECT CONINUOUS	I will have been driving a cab for 3 years.	How long will you have been studying English?	Three years. I will have been studying English for 3 years.
CAUSATIVE "HAVE"	I have my clothes dry-cleaned at Joe's Cleaners. He has his apartment painted every three years.	Do you have your hair cut at the barber? How often does she have her windows washed?	Yes, I do. No, I don't have my hair cut at the barber shop. Every six months. She has them washed every six months.
IF CLAUSES IN UNREAL CONDITIONS PRESENT AND PAST	If I were you I'd buy a car. If I had had the money, I would have bought a car.	If you were a rich man, would you buy a house? Would they have come if they had known you were here.	Yes I would. No, I wouldn't buy a house. Yes, they would have. No, they wouldn't have come if they had known.
USES OF "BE USED TO," WOULD RATHER," "WOULD BE BETTER,"	I'm used to N.Y. now. I'd rather live in N.Y. than San Francisco. It would be better if we stayed home.	Are you used to your glasses yet? Would you rather be rich or poor? Wouldn't it be better if you did it this way?	Yes, I am. I'm not used to them yet. I'd rather be rich. Yes, it would. No, it wouldn't be better.
SENTENCES WITH "IN SPITE OF," BECAUSE OF," "DESPITE," "REGARDLESS OF," "ON ACCOUNT OF"	In spite of everything, I really love you. Because of the weather, we didn't go to the beach. He is really very nice despite his temper.	Will you come in spite of the weather? Why does the city have fewer policemen? Did he get into college?	Yes, I will. No, the weather is bad. I won't come. Because of budget cuts. The city has fewer policemen because of budget cuts. Yes, despite his poor grades, he got into college.

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS AFFIRMATIVE & NEGATIVE	SHORT AND LONG ANSWERS
(continued)	Regardless of what you say, he will do it his way.	Are people elected regardless of their ability?	Yes, they are. No, they aren't elected regardless of their ability.
Sentences with "whose"	He was late on account of her.	Did she get the job?	She got the job on account of her experience.
	The man whose son is the leader is over there.		
MODALS OF NECESSITY: SHOULD HAVE, OUGHT TO HAVE	You should have come to the party. He ought to have finished his work.		
POSSIBILITY: MAY HAVE, MIGHT HAVE	It may (might) have rained last night.		
PROBABILITY: MUST HAVE, SUPPOSED TO, SUPPOSED TO HAVE	She must have been very tired. It's supposed to be a good movie.	Is she supposed to be a nice woman?	Yes, she is. She's supposed to be a nice woman.
	It was supposed to have been a good movie.	Was it supposed to have rained today?	Yes, it was. Yes, it was supposed to have rained today.
MODALS OF CONDITION: could, could have, would, would have, should, should have,	If I have time, I could help you.	Could you be there on time?	Yes, I could.
	I could have helped you if I had had the time.	Could you have been there on time.	If I left early, I could have been there on time.
	If I were you, I'd buy the book.	Would you take the job?	Yes, I would take the job if I were you.
	I would have gone to the movies if I'd had the money.	Would you have taken the job?	If I had been you, I would have taken the job.
	If you want to lose weight, you shouldn't eat candy.	Should I go the concert?	If you have the money, you should go to the concert.
	You should have mailed the letter if you had wanted it to get there on time.	Should I have gone?	If you had had the money, you should have gone.

GRAMMATICAL STRUCTURES
LEVEL IV

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS AFFIRMATIVE & NEGATIVE	SHORT AND LONG ANSWERS
PASSIVE VOICE FOR ALL TENSES	English is spoken here. The dress was made by hand. The class will be taught by Mr. Jones. The package is being shipped by U.P.S. During the war, cars weren't being made in Japan.		
GERUNDS AND PAST PARTICIPLES USED AS ADJECTIVES IN CONTRAST	I'm bored. He's boring. He's tired. The class is tiring.		
WHOEVER, WHATEVER, WHICHEVER	Whoever wants to go may go. You may say whatever you please. Take whichever one you want.		
ANYONE, ANYBODY, (In subject position)	Anyone can go. Anybody who wants to leave may leave.		